

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
 WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
 GRADE, AND TYPE OF ASSESSMENT

PAGE 1 OF 8

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	11,096	69,437
5		
6		
7		
8	10,670	70,680
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	8,578	65,707

Notes:

- The State of Missouri currently only assesses Grades 4, 8 and 10 in mathematics. Assessment instruments to test other grade levels are currently under development and will be in place by Spring 2006.
- The State of Missouri's alternate assessment (MAP-A) currently does not provide achievement levels at a student level. MAP-A participants compile a portfolio that addresses four goals. Each goal is then rated individually and progress towards each goal is reported. The total number of portfolios submitted is available, but data can not be broken down by grade or subject area. Therefore, the numbers of IEP students counted in Section F under Column 9B Achievement Levels are equal to zero and the number of Students with IEPs recorded in Column 1 (enrollment) is greater than the total recorded in Column 11 (Row Total).
- For school year 2002-2003, MAP-A portfolios were submitted in May of 2003 for those MAP-A eligible students whose IEPs began December 2001 through November 2002, and who were turning ages 9, 13 and 17 in the 2002-2003 school year. Due to alternate assessment requirements that are based on age, not all students who are eligible for MAP-A participation will actually submit a portfolio each year.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
GRADE, AND TYPE OF ASSESSMENT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3						
4	10,857	0	99	0	0	0
5						
6						
7						
8	10,314	0	227	0	0	0
HIGH SCHOOL (SPECIFY GRADE: ____10____)	8,255	0	264	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
GRADE, AND TYPE OF ASSESSMENT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT **				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL** (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS(5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	206	0	0	0	0	33	0
5							
6							
7							
8	273	0	0	0	0	83	0
HIGH SCHOOL (SPECIFY GRADE: ____10____)	179	0	0	0	0	144	0

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

** The number of MAP-A portfolios submitted is not available by subject area and grade level. Numbers reported in Column 5 reflect the number of students who were eligible for the alternate assessment, but not all eligible students submit a portfolio each year because a portfolio submission is only required once at each the elementary, middle and high school levels. For examples, a fourth grader who is eligible for the MAP-A may have submitted a portfolio the previous year and therefore would not need to submit a portfolio in the fourth grade as well.

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT*

	REGULAR ASSESSMENT ¹ (9A)					ALTERNATE ASSESSMENT ² (9B)**				
GRADE LEVEL	<u>ADVANCED</u> Achievement Level ³	<u>PROFICIENT</u> Achievement Level	<u>NEARING PROFICIENT</u> Achievement Level	<u>PROGRESSING</u> Achievement Level	<u>STEP 1</u> Achievement Level	_____	_____	_____	NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
3										
4	310	1,839	4,278	3,326	1,005				132	10,890
5										
6										
7										
8	8	154	1,333	3,581	5,011				310	10,397
HIGH SCHOOL (SPECIFY GRADE: _____10_____)	5	73	755	2,261	4,897				408	8,399

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Proficient and Advanced

** The number of MAP-A portfolios submitted is not available by subject area and grade level. Numbers reported in Column 5 reflect the number of students who were eligible for the alternate assessment, but not all eligible students submit a portfolio each year because a portfolio submission is only required once at each the elementary, middle and high school levels. For examples, a fourth grader who is eligible for the MAP-A may have submitted a portfolio the previous year and therefore would not need to submit a portfolio in the fourth grade as well.

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation. Note: Column 11 (Row Total) is less than Column 1 (Enrollment). For explanation, see Notes on Attachment 3 – Page 1.

ATTACHMENT 3
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 WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
 GRADE, AND TYPE OF ASSESSMENT

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	9,924	65,956
4		
5		
6		
7	10,997	72,299
8		
HIGH SCHOOL (SPECIFY GRADE: <u>11</u>)	6,910	59,978

Notes:

- o The State of Missouri currently only assesses Grades 3, 7, and 11 in reading. Assessment Instruments to test other grade levels are currently under development.
- o The State of Missouri's alternate assessment (MAP-A) currently does not provide achievement levels at a student level. MAP-A participants compile a portfolio that addresses four goals. Each goal is then rated individually and progress towards each goal is reported. The total number of portfolios submitted is available, but data can not be broken down by grade or subject area. Therefore, the numbers of IEP students counted in Section F under Column 9B Achievement Levels are equal to zero and the number of Students with IEPs recorded in Column 1 (enrollment) is greater than the Total recorded in Column 11 (Row Total).
- o For school year 2002-2003, MAP-A portfolios were submitted in May of 2003 for those MAP-A eligible students whose IEPs began December 2001 through November 2002, and who were turning ages 9, 13 and 17 in the 2002-2003 school year. Due to alternate assessment requirements that are based on age, not all students who are eligible for MAP-A participation will actually submit a portfolio each year.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
GRADE, AND TYPE OF ASSESSMENT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	9,692	0	213	0	0	0
4						
5						
6						
7	10,766	0	457	0	0	0
8						
HIGH SCHOOL (SPECIFY GRADE: <u>11</u>)	6,696	0	482	0	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS
WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA,
GRADE, AND TYPE OF ASSESSMENT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT **				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL** (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3	232	0	0	0	0	0	0
4							
5							
6							
7	229	0	0	0	0	2	0
8							
HIGH SCHOOL (SPECIFY GRADE: 11)	203	0	0	0	0	11	0

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

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¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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GRADE, AND TYPE OF ASSESSMENT**

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

	REGULAR ASSESSMENT ¹ (9A)					ALTERNATE ASSESSMENT ² (9B) **				
GRADE LEVEL	<u>ADVANCED</u> Achievement Level	<u>PROFICIENT</u> Achievement Level	<u>NEARING PROFICIENT</u> Achievement Level	<u>PROGRESSING</u> Achievement Level	<u>STEP 1</u> Achievement Level	<u> </u> Achievement Level	<u> </u> Achievement Level	<u> </u> Achievement Level	NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
3	43	1656	3,787	2,571	1,422				213	9,692
4										
5										
6										
7	9	579	2,231	3,405	4,085				459	10,768
8										
HIGH SCHOOL (SPECIFY GRADE: <u>11</u>)	0	79	943	1,541	3,651				493	6,707

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¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide an explanation. Note: Column 11 (Row Total) is less than Column 1 (Enrollment). For explanation, see Notes on Attachment 3 – Page 5.